



THE PHENOMENA OF EDUCATION VALUE IN THE CONTEXT OF NATIONAL EDUCATION AND RELIGION EDUCATION

Gunawan

Abstract

Education is, undoubtedly, the main factor in shaping human personality. It also has significant influence in determining the level of personality on a certain degree, good or bad personality for example. Therefore, in striving for better generation in 2035, the government is carefully planning and executing kinds of education that is appropriate and flexible to the needs of young generation with the hope to produce more qualified and independent human being. Moreover, education could be define not only one but also from many perspectives; such as a way done by adult to educate and supervise children until they reach maturity.

Kata Kunci: Education, Islamic Education, and National Education

1. INTRODUCTION

Until now, the national education is still facing serious **obstacles in preparing skillful and qualified** human resources. The kinds of human resources that Indonesia has right now is the one that has yet reach their maximum potential, in which become very concerning comparing other countries that are already following the pace of globalization. Furthermore, national education is still dealing with the aftermath of life crisis, such as political changes and other affairs that held back the progress of education system domestically [1]. In that sense, the plan to improve education and its value have been in a discussion among education elites. Therefore, this paper will emphasize and elaborate the education and the values in context of national education.

2. RESULT AND DISCUSSION

a) National Education

Generally, National Education is the executor of state's domestic education system based on socio-cultural, socio-psychology, and socio-economy and socio-politic. Its aim is to continuously create young generation equipped with high intellectual, mature and independent personality with the sense of humanities for the sake of establishing literate environment, which indirectly related to state's development goals, both in short term and long term goals. In this fashion, state's domestic development become the short-term urgency. Meanwhile, the long term goal is perceived as the one that could reform generation quality and national leadership.[2]

b) The Purpose of National Education

The primary aim of national education is to generate new social system that could realize a more civilized society. Here, Indonesia with its diverse characteristics; based on race, religion, lifestyle and many more; is expected to this sense of integration and unity that naturally engendered from Indonesian traditional and social values that are integrated within the education system. Hence, the future education system should have the capability to, **first**, appreciate differences among people, both in characteristics and opinion, as a manifesto of responsibility and conscience of a citizen in this democratic country. **Second**, advocate the importance of understanding

law, embrace 'shame culture' (*budayamalu*) and underline what does it take to be an exemplary citizen. **Third**, inspire the citizen to be a confident, independent and creative human being that led to the eagerness to improve one's own knowledge in order to equalize one's self in competing the global market. Another key thing to remember, in accordance to Indonesian constitution No. 14 Year 2005 about teacher that the aim of national education is an effort to educate and improve Indonesian quality of faith, knowledge and morality to achieve the new kind of citizen with advance thinking, righteous behavior, and prosperous as it is stated in 1945 Indonesian constitution.

c) The Supporting Factors of National Education Value

One of the way to improve national education value was by innovating new ways of education through innovation. Consequently, what innovation means is a new idea or a program by its inventors. Of course, the understanding of the word "new" is relatively different for each person, it can be in a whole new idea or merely a reformed idea with better attribute. In this fashion, Roger (1983) objectify that the way a person could understood what innovation is only limited to two criteria, first, it is indeed that the program is new and there are no other similar program to this. Second, it should be based on how long the first program has been introduced and implemented publicly.[3] In first world countries, to improve their education system they constantly conduct research and development done by education expert in government research facilitation and the result usually getting better year after year. If national education could hold this kind of activity, it is believe that the country could has good education as the developed countries. Not only this already executed by those countries but there are several education books and policy mentioned the important of research to achieve this goal. Therefore, after trying various innovations that could fit into Indonesian education, the new education system establish the idea of competent based study. In which this point has yet to be covered in 1994 curriculum due to its orientation of centralized education system. By this, now each regional education could build its own credibility by fulfilling each 'competency' standard in curriculum 2013.

d) Cultural base of Education Value

Echoing the subtitle, the cultural base of Indonesia's education value should contain cultural and spiritual values that coherence with the traditional values without ignoring the common basic education values such as philosophical base, psychological base, social base and religion base that give meaning to the common formal and informal social norm. Namely, the Indonesian formal norm in a form of constitution, Pancasila ideology and policy already illustrate the state solemnity on the importance of education as the state's instrument of development. Within Pancasila, the objectives and state's priority already depicting nation's personality and its perception towards any aspect of life. Therefore, in each sila of Pancasila, should be enforced and embrace by the teacher and the student during learning process. On the other hand, inside 1945 constitution and the state's policy (GBHN) both clearly stated five out of seven characteristics that should be the standard of Indonesian citizen should have: piety, character, personality, passion and nationalism. Equally important, education constitution No 2 year 1989 highlight the other reason why a formal education is crucial is because it is a placeto develop cognitive and psychomotor of young generation. In which strengthen the existence of national education on the context of national education.



e) Citizen's Morality

Conceptually, there are several dimensions of human morality according to Cheppy Hari Cahyono (1995): there are standard moral (standar moral), regulation moral (aturan moral), and consideration moral (pertimbangan moral). Standard moral is a reasoning or an assumption that justified whether an action is permissible or not from the people's perspective. In other words, it is the most fundamental principle that determine human's way of life. Then, regulation moral is an action that already considered right or wrong based on the basic standard as it formulated from standard moral. And last, consideration moral is a form of moral evaluation on human's personality dimension and behavior [4]. Nonetheless, this paper sees that human, as the creation of god, should be able to function well and have good life vision along with embracing the common Indonesian moral.

f) Education's quality is the key of Success

The fact that human resource is a pivotal factor of nation's development has put national education as the only instrument to realize this goal. Despite its aforementioned definition of education, both formal and informal, would always be associated with human's potential and their daily behavior, in which good quality of human resources could only be cultivated as a consequence of well-planned and effective education system. Let alone the spread of information that could complement the education progress has ease the responsibility of formal teacher. Thus, from this concept of education, suppose the learning process could produce threetypes of proficiency that new generation should have: the capability to contribute in national development; able to appreciate, maintain and utilize the development results; and not forget to foster humanity to balance the tendency to be imprudent when the development progress is not as urgent as before. All in all, education quality could be translated into school or higher academic institution ability in managing its component operationally and effectively to produce good result in consonance with the current norms or standard. Pursuant to education quality, Engkoswara (1986) argues that there are indicators Indonesian education should attain to be considered as qualified system; those indicators shall cover achievement (*prestasi*), situation (*suasana*), and economy (*ekonomi*). And by this means the quality of human from the learning process shall has enough knowledge, skill and behavior that would benefit them for their future life within the society.[5]

g) Improving Teacher's Professionalism

Yet, all this conceptual understanding on education value and quality would be useless if the main driving force of this program-the teacher doesn't have the credibility as professionalan academic instructor. That being the case, Muhyi (2004) reformed both the education system and the curriculum and utilize education institution-inside and outside school territory as the organizer who empower the importance of learning. In this case, a teacher attribute him/herselfwith the following characteristics:[6]

- 1) Believe in God
- 2) Good moral
- 3) High sense of nationalism
- 4) Upright
- 5) Patient and wise while doing their job
- 6) Discipline and hard worker

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- 7) Love their profession
 - 8) Have positive thoughts toward their student
 - 9) Innovative, creative and democratic
 - 10) Fond of reading and have visionary thinking
 - 11) Capable working in a group; group of student, fellow teacher and the people
 - 12) Open to suggestion and criticism
 - 13) Love peace
 - 14) Wide international knowledge

h) Things that hinder the implementation of Education Value in National Education

Indeed the influx of information, as a result of globalization, has bring many benefit for the society. However, it could not be denied that some of it may become a bad influence for the local culture. With many new culture and lifestyle, people has the tendency to shift their interest to new and foreign things. Then, why this new thing considered as a bad thingfor the prevalent culture? Because the education are usually has contrasting values to the traditional one. And if habit continue to exist, Indonesia would face a group of intellectual generation with no morality. Meanwhile internally, after a thorough analysis, on the performance of Indonesia's education system, up until now the government is still encountering basic issues within the education process. Some of them are the school management system; the planning, execution and evaluation process which has yet done in a proper and diligent way. Also, there still many uninitiated education entities: the administrator, the accountant, facilitation and infrastructure, learning process, help-desk, library service and etc. Apart from all, the government itself doesn't has certain 'success measurement' that led to many social implication during its program execution; such as bureaucracy problem, apathetic, indiscipline, insufficiently funded, unqualified supporting instrument, low competitive spirit and no significant support from the people.

i) Education value within National Education

In light of the current phenomena of deteriorating traditional and national norms and culture, as the negative side effect of globalization, the urgency to interpolate education value within the learning process and produce better generation shall become government utmost priority. Especially with the aforementioned challenges, education institution, both the minister of education and schools, are expected and ought to keep trying, developing and experimenting new ways to find the perfect program or plans for the learning process and prioritize the establishment of education value in school education. In conformity with the national education constitution (*Undang-Undang Sistem Pendidikan Nasional, UUSPN*) No. 20 year 2003, there are several strategic direction for the development of education value in a school and it could be concluded into four points:

- 1) One of the common characteristics of UUSPN No. 20 year 2003 is decentralized humanity values development, notably the one that related to education. What it means by decentralization is not only by giving the more mandate to the regional education entities, but also a way to habituate education executant on the value itself. And also give them a chance to improve and develop their own potential as an institution and as an individual at the same time.



- 2) Since the national education is oriented to improve human's faith, piety and good moral, it is only natural if the education process has to refer to the religious values based on their believes.
- 3) Also, *UUSPN* sees the consequence of education during early childhood phase is deem crucial for the basic growth of a human being. Learning to polish IQ and EQ since early age is effective to redound teacher's effort in education those who are learning in a formal class. Hence, they would gradually grow sense of integrity, justice, tolerance, affection, responsibility and the art of knowledge.
- 4) As Competence Based Curriculum (*KBK*) is also mentioned within the explanation paragraph of *UUSPN*, it depict the needs of humanity values development in accordance to the student needs and aptitude. Psychologically, this could enhance uniqueness within themselves and their capability in analyzing and responding to that differences.

j) Examples of studies that contain Education Value

Therefore, by utilizing the previous points that are used to analyze the progress of Indonesian education, the following paragraph consist of writer's observation on five different schools in Medan, there are several points that are made:

- 1) Science and Math. Fundamentally, every process of education always enclose various values and its interactions. However, the process itself is still open to new alternatives or improvement to achieve optimal result. Science and math are two discipline that has different function and point of view, but has one similarity, which is the fact that their theory are always delivering concrete result. On that condition, Math's function is becoming the complimentary tools for science disciplines, especially with Physics and Chemistry studies and in a certain degree on Biology. In relation to its function, UNESCO (1993) stated the benefit of these disciplines that could significantly contribute to technological (*IPTEK*) development. Moreover, the essence of disciplines also able to inspire student's interest on scientific mind framework. Hence, the two knowledge is categorized as definitive discipline.
- 2) Social and Humanities. Social disciple is the one that cover psychology study, geography study, economic study, political study, social study and anthropology study. Meanwhile, humanities cover language study and literature study. The values that are developed within this discipline are as import as the one produced by definitive knowledge. If the previous one is deemed to be more integrated discipline, this knowledge is more socially constructed and influenced. Therefore, the values generated from this discipline are objectivity, rationality, morality and social awareness. Thus, the development of social and humanities studies would establish a generation with tough, unique and well-built personality.
- 3) Religion study. In a way, religion also has certain influence in IQ and EQ development. Here, Islamic Religion Studies (*PAI*), by adapting Islamic norms and values, is focusing in developing student religious morality that shall applied to daily life interactions without ignoring the prevailing norms. The student participation in *PAI* class could be the measurement whether values and knowledge is understood and implemented by them. Thereupon, this study

has its own characteristics that differentiate it from the previous two disciplines: 1) Islamic study expert to strengthen student's belief from any kind of situation or condition 2) Islamic study attempt to preserve Islamic values based on Quran and Hadis as the main source of Islamic knowledge; 3) Islamic study accentuate the unity of faith, religious knowledge and alms in daily life; 4) Islamic study establish and develop individual godliness and social piety; and 5) Islamic study become the basic moral and etiquette for human's knowledge, culture and other aspects of life development. All in all, seeing how religious values covered every aspect of education illustrate that the expectation and responsibilities on religious study teacher should be borne together with other teacher in order to prevent future misunderstanding. After all, the duty to teach the student-morally is not solely relying on one particular discipline teacher.

3. CONCLUSION

The analysis on the concept and implementation of education value on national education is not merely a discussion that could be covered in a simple paper. Because in reality there are still many actions or programs that are contrasting to the education concept or values. Hence, the national education is still far from catering the domestic education needs. In a way, this occurrence has become our homework and responsibilities as an academics to achieve these goals for the sake of the future and young generation, *WallahuA'lam*.

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